



The fundamental theoretical basis of art and well-being is the intrinsic nature of art as a language written in images for communication and expression. Scholars from both the anthropology and philosophy of art find that art is innate in humans (Alland, 1977; Dissanayake, 1995; Langer, 1979). Likewise, neuroscientists have found some evidence that “empathic responses to works of art that is not purely introspective, intuitive, or metaphysical but that has a precise and definable material basis in the brain” (Freeberg & Gallese, 2007, p. 199).

The presentation will report findings of the SLRS outcomes in the year 2010/11 and illustrate how knowledge of art might help connect students’ learning to community through service-learning. The evaluation focused on qualitative measures, including students’ self-reflection from their three report presentations and reflective essays, feedback from the artists and organizations involved, and raw data of the pre and post-questionnaires designed by the Office of Service-Learning. Findings suggest that compared to non-SLRS students in tutorial discussions, SLRS students were more active in leading the discussions with actual examples of issues they encountered in running the creative workshops. This has shifted the in-class dynamics from teacher-initiative to student-initiative.

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